

Virginia Department of Education

Autism Specialists' Network

VDOE Major Goal

- Students with disabilities will acquire the knowledge and skills necessary to achieve positive post school outcomes
 - Close the achievement gap
 - College ready
 - Career ready
 - Ability to self advocate
 - Actively engaged and responsible citizens of their communities
 - Independent to the maximum extent possible



HOT TOPIC

General
Assembly

General Assembly Bills

HB 325 – Delegate Massie

- Requires each school board to ensure that aides assigned to work with a teacher who has primary oversight of students with autism spectrum disorder receive training in student behavioral management within 60 days of assignment to such responsibility.
- Requires the Board of Education to develop training standards and to develop online training to fulfill this requirement in consultation with Virginia Commonwealth University.

General Assembly Bills

HB 382 – Delegate Pogge

- Provides that a school division may transfer assistive technology devices purchased by the division for a student with a disability to the student, the parents, or a state agency that provides services to the student upon the student's graduation or aging out of the division's special education program.
- Directs the Board of Education to develop guidelines for implementation.

General Assembly

HB 1061 Delegate Byron and SB 489 Senator Ruff

- Directs the Board of Education to modify the credits necessary for a student to earn a standard or advanced studies diploma.

Provisions:

- Effective with students entering the ninth grade for the first time in the 2013-2014 school year, the following changes related to diplomas will occur:
 - A student must earn a career and technical education credential that has been approved by the Board of Education to graduate with a Standard Diploma.
 - The credential could include, but not be limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment.
 - A student must successfully complete one virtual course, which may be noncredit-bearing, to graduate with a Standard or Advanced Studies Diploma.

Provisions

- The Modified Standard Diploma will no longer be available. Credit accommodations will be identified for students with disabilities to access the Standard Diploma.
 - “Credit accommodations” means adjustments to meet the standard and verified credit requirements for earning a Standard Diploma for students with disabilities. The Board of Education will establish, through guidelines, credit accommodations for students with disabilities.
 - A student’s Individualized Education Plan (IEP) or 504 Plan would specify any applicable credit accommodations.



HOT TOPIC

Accountability
and
Assessment

ESEA

- Elementary and Secondary Education Act (No Child Left Behind)
 - Major Trends
 - ESEA Waivers – New AMOs (vs. AYP) & phase-out VMAST
 - Testing – Increased rigor, Revised SOL & assessment
 - Growth models – Virginia adopted Student Growth Percentiles
 - Linkages to Common Core Standards
 - Student performance tied to teacher, principal, and superintendent evaluation

VAAP Updates

- 2011 - Virginia joined a multi-state consortium to create the next generation of alternate assessment – Estimated to be live in 2016
- University of Kansas: Dynamic Learning Maps
 - Exploring online assessment
 - Alternate pathways of learning academic content through essential elements
 - Student growth model being explored
 - <http://dynamiclearningmaps.org/>

Resources

Virginia Department of Education

<http://www.doe.virginia.gov>

Virginia Commonwealth University Autism
Center for Excellence

<http://www.vcuautismcenter.org/index.cfm>

TTAC Online

<http://www.ttaonline.org>



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HB 325

Amendment to the Code of Virginia

That the Code of Virginia is amended and reenacted by adding a section numbered 22.1-298.3 as follows:

Students with autism spectrum disorders; training required of personnel.

By September 1, 2014, each school board shall ensure that aides assigned to work with a teacher who **has primary oversight of students with autism spectrum disorder** receive **training in student behavior management** within **60 days** of assignment to such responsibility. School boards may provide such training to other employees, including transportation employees.

The Board of Education shall **provide training standards** that school divisions may use to fulfill the requirements of this section.

That the Board of Education, in consultation with Virginia Commonwealth University, shall develop **online training** that school divisions may use to fulfill the requirements of § 22.1-298.3 of the Code of Virginia. Such training shall be made available to local school divisions free of charge.

Who is a Paraprofessional?

A paraprofessional is a school employee who works under the supervision of a licensed staff member to *assist* in providing instruction and other services to children, youth, and their families (Adapted from A.L. Pickett, Director for the National Resource Center for Paraprofessionals, City University of New York, 1997).

The prefix "para" means "along side of." Therefore, it is correct to assume that a paraprofessional works along side of an educator.

What was VCU ACE's Response and Vision?

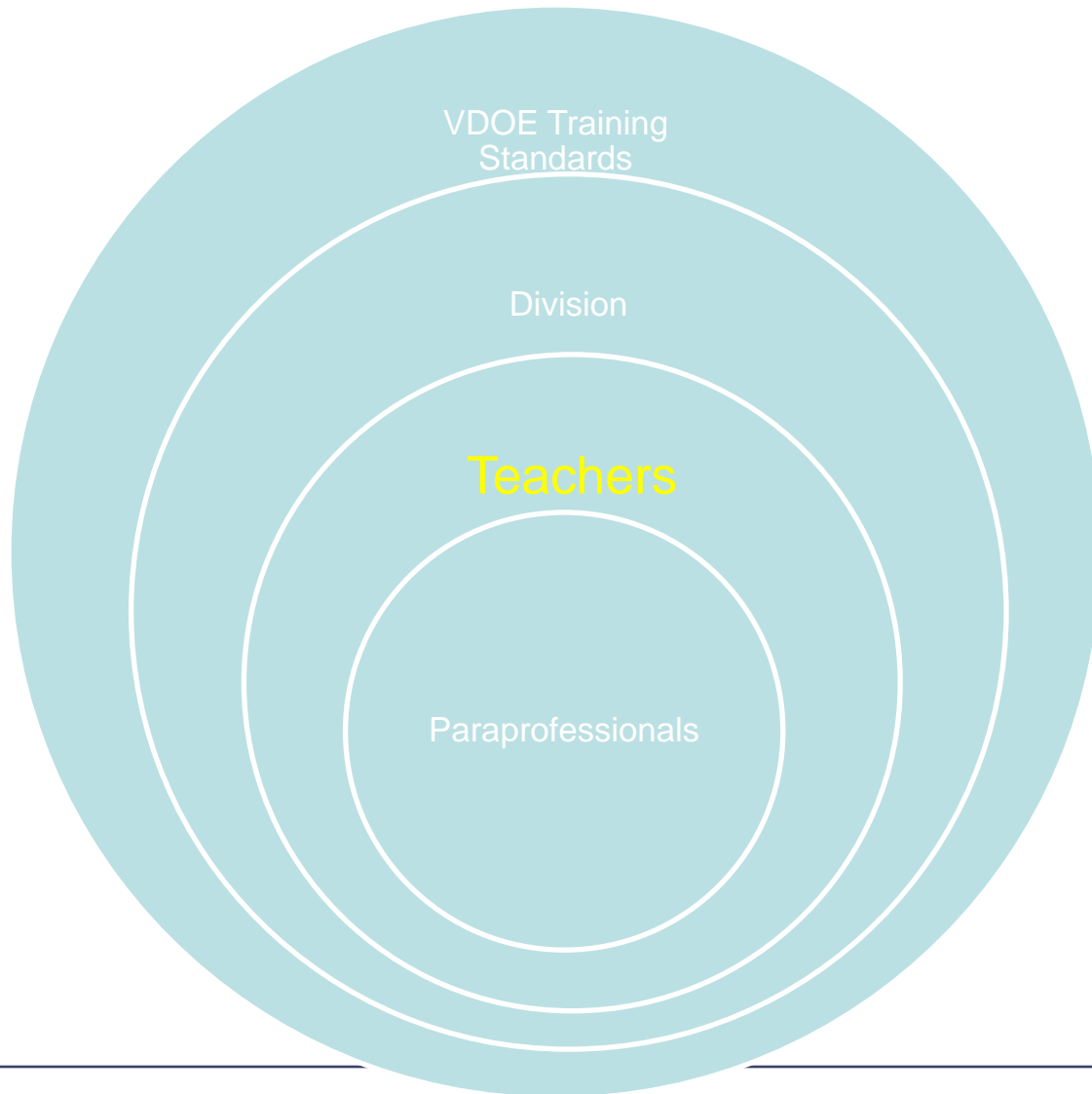
The Paraprofessionals in Autism Resource and Achievement Project (**PARAPro**)

- Provides professional development for paraprofessionals who serve students with autism spectrum disorder and the teachers with whom they work.
- The program is designed to create effective educational teams and increase the learning of students with autism spectrum disorder.

Provides training and resources on a variety of topics that are relevant to the needs of districts, schools, and the paraprofessional. This includes:

- Enhancing the knowledge of paraprofessionals related to the characteristics and learning needs of students with autism spectrum disorder
- Building skills related to implementing teacher directed instruction and behavioral support strategies
- **Assisting local educational agencies in providing teachers and administrators with guidance on the supervisory relationship with paraprofessionals.**

Paraprofessionals



Training Standards

- Council for Exceptional Children National Standards
- **Training Standards for Paraprofessionals who Provide Primary Oversight to Students with Autism Spectrum Disorder**
- **Guidelines for Uniform Training Standards for Paraprofessionals who Provide Primary Oversight to Students with Autism Spectrum Disorder**

“Behavior Management”

1. General Autism Knowledge
2. Environmental Structure and Visual Supports
3. Comprehensive Instructional Programming
4. Communication
5. Social Skills
6. Behavior
7. Sensory Motor Development
8. Independence and Aptitude

Certificate Programs in ASD

Averett University Danville		Old Dominion University Norfolk STATE
George Mason University Fairfax		*Radford University Radford
James Madison University Harrisonburg STATE		*Rappahannock Community College Glenns and Warsaw
Longwood University Farmville		Regent University Virginia Beach STATE
Lynchburg College Lynchburg		*University of Mary Washington Fredericksburg STATE
Mary Baldwin University Staunton		Virginia Commonwealth University Richmond STATE

Paraprofessionals in Autism Resource and Advancement Project (PARAPro)

Autism Spectrum Disorders for Paraprofessionals: Providing Effective Instruction and Support

Online = Free

Live = Limited Basis / Fee

Autism Spectrum Disorders for Paraprofessionals: Providing Effective Instruction and Support

- 5 Modules
- Narrated presentations with video examples
- Guided learning activities
 - Activity Book
 - Discussion Board
- Quiz
- Duration = 1 month

Module One: Overview of Autism Spectrum Disorder

The History of ASD

Characteristics of Students with ASD

Dignity and Respect of the Student with ASD

Module Two: Responsibilities of the Paraprofessional and Description of the Educational Process

The Educational Team and

Individualized Education Plan

Responsibilities of the Paraprofessional

Module Three: Instructional Strategies and Considerations

Environmental Considerations

Visual Supports

Instructional Strategies

Prompting & Reinforcement

Module Four: Social and Communication Strategies

Teaching Social Skills

Specific Social Skill Strategies

Teaching Communication Skills

Specific Communication Skill Strategies

Module Five: Behavioral Support

What are Interfering Behaviors?

What is a Functional Approach to Behavior?

How Does an Interfering Behavior Develop?

A Proactive Approach to Interfering Behavior

Teaching Replacement Behavior

The Behavior Intervention Plan

How Do I Respond When an Interfering Behavior Occurs?

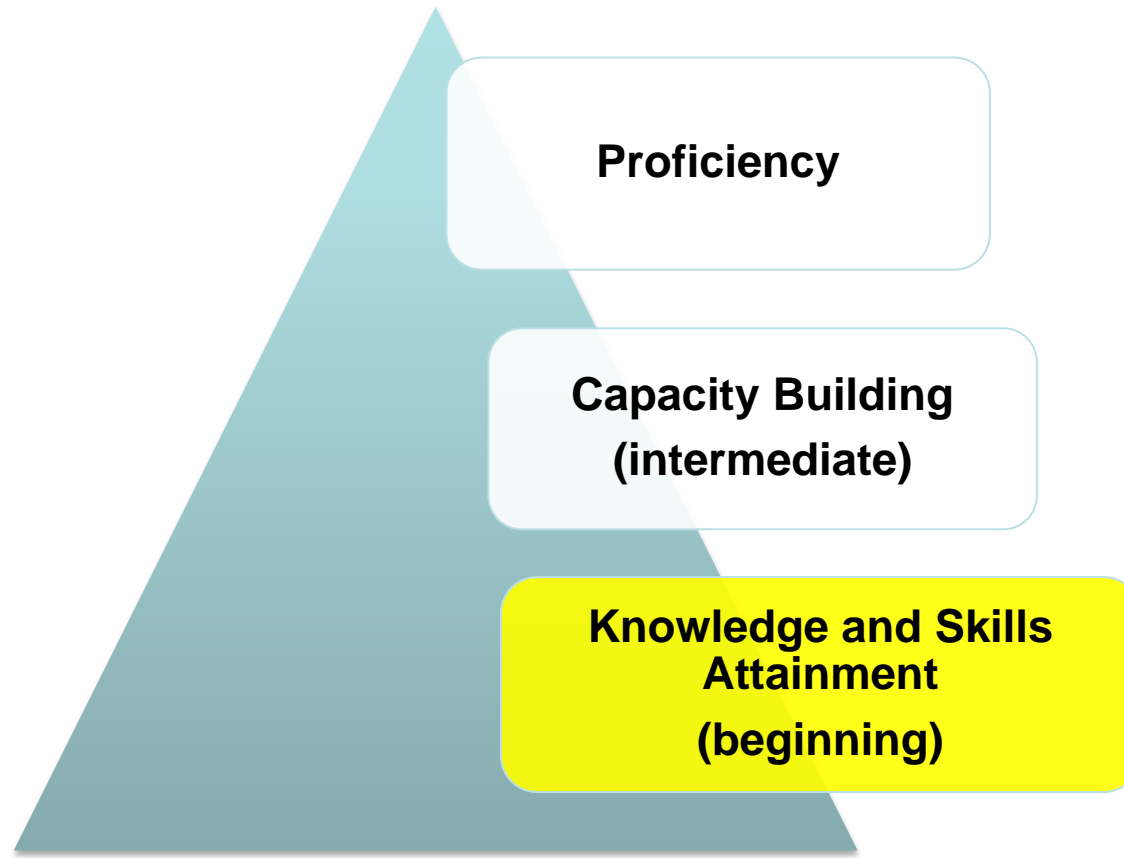
Paraprofessionals Trained

April	May	June	July	August	September	October
138	153	154	370	278	124	139
				120 live training	22 live training	30 live training

Feedback from Participants

- "I thought it was fabulous. I wish I had been able to take this 4 years ago, when I started this job! I really liked being able to see examples in action through the videos."
- "It was very helpful to use the Activity Book-Think About It! Apply it! sections and really look at my student as the situations in the videos unfolded! The videos allowed me to see exactly how to implement strategies discussed in the lesson. Especially helpful was showing how the student may be expressing his needs/wants, and then how to apply what I've learned."
- "This was so complete. I did not even feel like I was learning. I'm just so glad to have had the opportunity to take this course. It was wonderful!"
- "I thought it was great. I told my administrator about it and hope that you offer it again in the future. I would recommend it for anyone working with autistic children."

Training through VCU-ACE



Other Training Activities

- Online Courses
 - Foundations of Autism Spectrum Disorders
 - Strategies for Supporting Positive Behaviors in Students with Autism Spectrum Disorders
- In Development -- Providing Effective Instruction for Students with Autism Spectrum Disorders

Training Activities

- Self-paced Courses
 - Improving Goal Mastery through Data-based Decision-making
 - My Child was Just Identified with ASD: Now What Do I Do?
- Webcasts
 - Autism: An Evolving Diagnosis/ Dr. Urbano
 - A Successful Employment Experience / Tamara Eastman
 - The Hidden Curriculum / Dr. Brenda Smith Myles

Applied Behavior Analysis Consortium

- 4 Universities
 - GMU
 - ODU
 - VCU
 - Lynchburg
- First Cohort - Fall 2012
- Provides coursework and supervision in the form of practicum courses
- Tuition assistance not available

Autism Center for Excellence Communities of Learning in Autism (CoLA's)

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Update on CoLA's

- All 8 Communities of Learning in Autism (CoLA) are functioning collaborations with T/TAC's and other regional partners to meet the needs of Autism Specialists Statewide

Update on CoLA's

- Most CoLA's have met this fall and have plans for another spring meeting.
- CoLA meetings generally include regional networking, learning boost, division highlights and learning, and problem solving

Update on CoLA's

- Learning boosts included the following topics:
 - Errorless teaching
 - Book study on systems change
 - Verbal behavior
 - Learning and organizing apps
- Divisions have highlighted their successful efforts in their CoLA

To get on the CoLA email list
for your region contact:

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Mark Your Calendars

- Regions 1 & 8 - February 21st, Location TBA
- Region 2 - February 20th, Location TBA
- Region 3 - February 28th Location TBA
- Region 4 - December 4th, 1-3pm, Prince William Location TBA
- Region 5 - February 4th, VBMApp Training @JMU, Harrisonburg, Time TBA
- Region 6 – To be determined
- Region 7 – To be determined